



Chalfont St Giles Junior School

Inspection Report

Better
education
and care

Unique Reference Number 110287
LEA Buckinghamshire LEA
Inspection number 278401
Inspection dates 3 May 2006 to 4 May 2006
Reporting inspector Graham Lee AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior	School address	Parsonage Road
School category	Community		Chalfont St Giles
Age range of pupils	7 to 11		HP8 4JW
Gender of pupils	Mixed	Telephone number	01494 873090
Number on roll	236	Fax number	01494 874949
Appropriate authority	The governing body	Chair of governors	Mr Anthony Canning-Jones
Date of previous inspection	31 January 2000	Headteacher	Mr Andrew Tagg

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a junior school of average size serving the village and surrounding rural areas. Most pupils come from the neighbouring infant school. Many pupils are from high income families although the school does have a wider social mix. No pupils take free school meals. The vast majority of pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils with learning difficulties is below average. Attainment on entry is well above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspectors and school leaders agree that the school provides a satisfactory quality of education with some strong features. The headteacher has provided good leadership over the past 18 months and has established a common commitment to improving teaching and learning and accelerating pupils' progress. He is held in high regard by pupils and parents. One parent commented 'the headteacher has taken the school forward in a great number of ways'. The school provides satisfactory value for money.

Pupils' achievement is satisfactory. They reach high standards in English, mathematics and science by the time they leave the school. They also have good skills in information and communications technology (ICT) and are well prepared for secondary education. They make satisfactory progress as they build on the high standards they achieve in the infant school. Provision for pupils with learning difficulties has much improved.

The school takes good care of its pupils and this is reflected in their good personal development. They are polite and helpful, behave well and enjoy their education. An outstanding strength of the school is the range of curriculum enrichment activities provided through sport and the arts. The quality of teaching and learning is satisfactory overall with some variation. Where it is strong teachers fully engage all pupils and give them opportunities for participation. In some lessons these opportunities are missing. Similarly there is variation in the quality of teachers' marking.

The school has recently created a new leadership team. This team is supportive and committed but their role in raising achievement has not yet been fully developed. The school has successfully addressed the issues arising from the last inspection and is now well placed to make further improvements.

What the school should do to improve further

- Ensure that all lessons fully engage all pupils and give them opportunities to express their ideas.
- Ensure that teachers' marking consistently gives pupils a clear idea of what they need to do to make their work better.
- Develop the role of the new leadership team in raising achievement and improving teaching and learning.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. They arrive in Year 3 with standards that are well above average. Sound teaching and learning ensures that they build on this good start and make satisfactory progress as they move through the school. By the time they leave pupils reach standards in English, mathematics and science that are well above average, with a majority attaining higher levels. Pupils also attain high standards in ICT, which they use effectively to support their learning in other subjects. The school easily exceeded its modest targets for English and mathematics in 2005

and are set to do so again in 2006. School targets for the most able Year 6 pupils are not sufficiently challenging.

The school has worked hard to improve provision for pupils with a range of learning difficulties and disabilities and these pupils are now making as much progress as their peers. There is no significant difference in the attainment of different ethnic groups in the school.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They enjoy coming to school which is reflected in their above average attendance. They are friendly and polite and generally behave well. Pupils' attitudes to learning are good. They are keen to learn and apply themselves diligently in lessons.

Pupils' spiritual, moral and social and cultural development is satisfactory overall and the moral and social dimensions are particularly strong. They talk sensitively about moral issues and collect monies for children's charities and for world disasters such as the Tsunami. The recently formed school council take their responsibilities seriously and talk maturely about how they have contributed to making the school a better place. Members have improved the provision during break times by organising playground equipment for all year groups. Pupils have an understanding and respect for other cultures although the school recognises the need to develop their awareness still further. Pupils' opportunities to contribute to their local community are limited and have been identified as an area for improvement.

Pupils have good opportunities to develop the necessary skills that will enable them to settle into their next stage of education and to become good citizens in the future. All pupils are beginning to develop a good idea of the need to live a healthy and safe lifestyle. They make healthy choices at lunchtime and participate widely in the range of sports activities in the school.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall and contributes to pupils' satisfactory progress as they move through the school. All teachers manage their classes well and have good relationships with pupils. They plan well to meet the needs of different pupils particularly through the ability grouping. Learning support assistants are making an increasingly good contribution to the quality of education particularly for pupils with learning difficulties. As a result, pupils are well motivated and enjoy their learning.

In lessons where the teaching is particularly strong, teachers are enthusiastic and give pupils many opportunities to share their ideas in groups and pairs. They also probe

their thinking through the use of challenging questions. This ensures that lessons proceed at a brisk pace and give pupils the opportunity to consolidate their ideas. For example, in a Year 5 literacy lesson pupils explored different points of view in a story very effectively through discussion and drama. In some satisfactory lessons, teachers talk for too long and do not give pupils sufficient opportunities to participate. As a result, these lessons lose momentum and some pupils find it difficult to maintain concentration.

Assessment has improved markedly recently. Pupils now have detailed targets in writing and mathematics which they find helpful in improving their work. Teachers use assessment information effectively, for instance to give pupils who are experiencing difficulties extra support. There are good examples of teachers using the school's new marking policy to give pupils clear guidance on how they might improve their work. However, this is not consistent in all classes.

Curriculum and other activities

Grade: 2

The curriculum is good overall and the depth and variety of enrichment activities is outstanding. The school has a tradition of successful participation in sport and there are a wide range of opportunities provided by school staff, outside providers and through links with a local sports college. There are also many opportunities for pupils to learn to play musical instruments and participate in the choir and orchestra. In addition activities cater for interests as wide ranging as yoga and gardening. The curriculum is also enhanced by a range of visitors and visits including residential trips in most year groups. Themed weeks on topics such as healthy living further broaden pupils' experiences. These opportunities widen pupils' opportunities and cater for a wide range of interests and talents. The curriculum ensures that pupils attain high standards in literacy and numeracy. Improved systems for tracking pupils' achievement has led to better provision for pupils experiencing difficulties. The curriculum for pupils with learning difficulties is also improving and leading to better progress for these pupils. The curriculum for ICT is good and effective links with other subjects are developing.

Care, guidance and support

Grade: 2

Although many systems are relatively new, the school provides a good level of care, guidance and support for its pupils. All adults show a high level of commitment to the health and safety of pupils. Aspects of pupils' personal development are promoted through themed weeks and visitors. For example, a regular visitor is the local policeman. He knows the pupils well and promotes the need for them to keep safe and become good citizens. Child protection procedures are clear and understood by all staff. All potential risks are assessed carefully. Pupils' academic progress is tracked well as they move through the school to ensure that they all receive appropriate support. For example, pupils in all year groups talk very enthusiastically about 'The Rainbow Road Club' where basic literacy and numeracy skills are developed in a fun way. Pupils are

motivated by the new rewards systems and achievement assemblies that celebrate both personal and academic accomplishments. Pupils with learning difficulties and disabilities are well supported and the school has good links with external specialists who make an important contribution to improving the learning for these pupils.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory overall. This agrees with the school leaders' own judgement. The headteacher provides strong and effective leadership. Over the past 18 months he and his deputy headteacher have quickly identified the most important areas for development based on a clear and honest assessment of the school's strengths and weaknesses. Parents and pupils speak highly of his leadership. Issues from the last inspection have been fully addressed. Parents confirm that communication is much improved and welcome initiatives such as the termly parents' forum. One commented 'the school has become a much friendlier place and communication is absolutely superb'. Provision for ICT is now a strength of the school.

Pupils' personal development is a high priority for all members of staff. Pupils are confident that the new behaviour policy is fair and consistent. New systems for tracking pupils' progress are being used to identify where support is needed. Teaching and learning are monitored regularly and this activity has led to improvements. However, these initiatives have not yet had time to have a significant impact on the achievement of all pupils. Similarly, some inconsistencies in teaching and learning remain.

The new leadership team are committed and keen to take on their new responsibilities however their role in improving pupils' achievement and developing teaching and learning is not fully established. The governing body has an increasing awareness of the school's strengths and weaknesses. They are aware that previously, they have not been involved as much as they should have been in strategic planning and say that 'they have been on an enjoyable learning curve'

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

I am writing to thank you all for making us so welcome when we visited the school earlier this week. We really enjoyed our time at Chalfont St Giles and you all helped by being so friendly and welcoming. We thought you would like to know what we found out.

You are rightly proud of your school and all that it has to offer. You enjoy school and this shows in your good attendance. We were impressed with your good behaviour and your eagerness to learn. All staff take good care of you and you feel safe and secure. By the time you leave the school you are doing well in English, mathematics, science and ICT and are ready for your secondary education. Those of you who find some things a little more difficult are given lots of help to improve your work. Teachers work hard to provide interesting things for you to do and to help you to learn. Most of you say that your targets are helping you to improve your work. You are particularly lucky to have such a lot of extra things to do. You have many chances to take part in sports and have been successful in competitions. This helps you to stay healthy. You also have a wide range of other opportunities in music, art and other activities.

Your headteacher, helped by all the staff, has done much to improve the school and you like what he has done. There are just a few things we have asked the school to do to make things even better. We have asked the teachers to make sure that you all have the chance to talk about your ideas in lessons which will help you to understand. We also want them to make sure that their marking tells you what to do to improve your work. Finally, we want them to share all their good ideas to make sure that you all do as well as you can.

Yours truly

Graham Lee

Lead Inspector